

GUIDELINES FOR REVIEWING A CORE READING PROGRAM RUBRIC

Journeys Grade 2

Final Review

Directions for use:

- Thoroughly review the core reading program using the corresponding rubric.
- Only evaluate the individual components that correlate with the grade level to review. (*Note the placement of the “x” within the grade level columns.*)
- Each indicator must receive a score using the following criteria:
 - 2 – Exceeds expectations
 - 1 – Meets expectations
 - 0 – Does not meet expectations(*For any indicator receiving a 0, comments must be provided justifying the score.*)
- Record the total score for each area in the final row for the section.



The Reviewing a Reading Program Professional Development Participant's Guide publication was created for the Center on Instruction by the Florida Center for Reading Research at Florida State University. The Center on Instruction is operated by RMC Research Corporation in partnership with the Florida Center for Reading Research at Florida State University; Instructional Research Group; Lawrence Hall of Science at the University of California – Berkeley; Texas Institute for Measurement, Evaluation, and Statistics at the University of Houston; and The Meadows Center for Preventing Educational Risk at the University of Texas at Austin.

Guideline forms excerpted from *Reviewing a Reading Program Professional Development Module, Participant's Guide*, 2008, Center on Instruction.

The contents of the module and this document were developed under cooperative agreement S283B050034 with the U.S. Department of Education. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

INSTRUCTIONAL DESIGN (ID)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is there empirical research on this program's efficacy?	X	X	X	X	X	X	X	1	
2. Are resources available to help the teacher understand the rationale for the instructional approach and program strategies (e.g., articles, explanations in the teacher manuals, references, and reliable websites)?	X	X	X	X	X	X	X	1	
3. Does the comprehensive program address the five components of reading (phonological/phonemic awareness, phonics, fluency, vocabulary and comprehension)?	X	X	X	X	X	X	X	1	
4. In addition to the five components of reading, are other dimensions of reading such as spelling, writing, oral language, and listening comprehension addressed?	X	X	X	X	X	X	X	1	
5. Is there a scope and sequence?	X	X	X	X	X	X	X	1	Scope and Sequence is not readily available
6. Are goals and objectives clearly stated?	X	X	X	X	X	X	X	2	There are "Today's Goals and Share Objectives" on almost every page.
7. Are student materials aligned with instructional objective of the lesson?	X	X	X	X	X	X	X	1	It's not clear in the Teacher's Edition what student practice activities are available.
8. Do instructional materials increase in difficulty as students' skills strengthen?	X	X	X	X	X	X	X	1	
9. Are all lessons and activities (e.g., whole group, small group, and centers) reading-related?	X	X	X	X	X	X	X	2	
10. Is there a clear and logical organization to the lessons in:									
The order and procedures of each day's lesson?	X	X	X	X	X	X	X	2	
The inclusion of all necessary materials?	X	X	X	X	X	X	X	1	
The consistency of each day's lesson format?	X	X	X	X	X	X	X	2	
Addressing the components of reading every day?	X	X	X	X	X	X	X	2	
11. Is instruction consistently explicit? Is it concise, specific, and related to the objective?	X	X	X	X	X	X	X	1	

12. Are teacher directives highly details to ensure accurate implementation?	X	X	X	X	X	X	X	2	Very explicit directions that are even scripted for teachers to follow.
13. Does the lesson format facilitate frequent interactions between teacher and students?	X	X	X	X	X	X	X	1	
14. Is instruction consistently systematic? Is there a prescribed order for introducing specific skills within each component of reading?	X	X	X	X	X	X	X	1	It does not focus enough on explicitly teaching comprehension strategies.
15. Are there coordinated instructional sequences and instructional routines which include:									
Modeling?	X	X	X	X	X	X	X	2	
Guided practice with feedback?	X	X	X	X	X	X	X	2	
Student practice and application?	X	X	X	X	X	X	X	1	There is not significant independent practice. The workbook does not look “meaty” enough, as practice pages are very short with no challenge. However, there is a lot of hands-on application that is not worksheet based.
Cumulative review?	X	X	X	X	X	X	X	1	
16. Are there many guided practice opportunities for explicit teaching and teacher-directed feedback (for typically progressing readers and more for struggling readers)?	X	X	X	X	X	X	X	1	
17. Does the program provide clear guidance for the teacher to document student progress and inform instruction?	X	X	X	X	X	X	X	1	
18. Does instruction make a clear connection <i>among</i> all five components?	X	X	X	X	X	X	X	1	
19. Is scaffolding a prominent part of the lessons?	X	X	X	X	X	X	X	1	
20. Are instructions for scaffolding specific within each lesson?	X	X	X	X	X	X	X	1	Not really scaffolding, more like differentiation.
21. Are teachers encouraged to give immediate, specific feedback (corrective or positive)?	X	X	X	X	X	X	X	1	Feedback is adequate.
22. Is differentiated instruction prominent?	X	X	X	X	X	X	X	1	
23. Is instruction differentiated based on assessment?	X	X	X	X	X	X	X	1	
24. Are directions for differentiating	X	X	X	X	X	X	X	1	

instruction specific?									
25. Is small-group instruction (small teacher-pupil ratio) part of daily instruction?	X	X	X	X	X	X	X	2	
26. Are there guidelines for forming flexible groups based on student progress?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> The red "Monitor" boxes throughout Whole Group instruction provide guidance for forming flexible small groups based on student progress. At the end of each Whole Group lesson, a Progress Monitoring spread helps teachers interpret student scores for each skill category of the Weekly Test. Prescriptions include Tier I Reteaching lessons for students who score in the middle range or Tier II Intervention lessons for students who score in the low range.
27. Are enrichment activities included for advanced students?	X	X	X	X	X	X	X	1	There are not enough meaningful activities for advanced students. They use many of the same activities but do them independently (same vocabulary, spelling and phonics). Enrichment activities are included, but aren't very challenging. (The "Grab and Go" component states there are advanced materials included in it.)
28. Does the program provide instruction for English Learners?	X	X	X	X	X	X	X	2	
29. Does the program specify for whom it is appropriate (e.g., students on or above grade level, students slightly behind their peers, students more than one grade level behind their peers)?	X	X	X	X	X	X	X	1	
30. Does the program specify who should provide instruction for accurate implementation (e.g., special education teacher, general education teacher, paraprofessional, or volunteer)?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> The explicit instruction and consistent lesson design of <i>Journeys</i> enables a wide range of instructional staff to implement the program with fidelity. The tabbed sections of the TE help districts and schools plan who provides general and specialized instruction.
31. Does the program specify the instructional setting (e.g., general education classroom, computer lab, or resource room)?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> A comprehensive reading program such as <i>Journeys</i> is typically implemented in a general education classroom. The consistent lesson design and tabbed sections of the TE give schools flexibility in delivering specific instruction in other settings. For example, the <i>Journeys</i> Digital activities may be used in a computer lab and Intervention or ELL instruction may be delivered in a resource room. Professional Development training will provide guidance on implementing <i>Journeys</i> in specific instructional settings.
TOTAL								47	

PHONICS (P)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is phonics instruction explicit ?	X	X	X	X	X	X	X	1	Phonics rules are not explicit.
2. Is phonics instruction systematic ?	X	X	X	X	X	X	X	1	
3. Does phonics instruction include coordinated instructional sequences and routines ?	X	X	X	X	X	X	X	2	
4. Is phonics instruction scaffolded ?	X	X	X	X	X	X	X	2	
5. Does phonics instruction include cumulative review ?	X	X	X	X	X	X	X	1	*Weekly assessment for new sounds learned that week. Found phonics assessments on the "Think Central". Weekly and Unit ones are in Grab and Go. Unit 3 does contain some in Day 3 of small group instruction.
6. Are assessments included to measure and monitor progress in phonics?	X	X	X	X	X	X	X	1	There are minimal, weekly assessments.
7. Are individual letter-sounds taught first, followed by digraphs, blends, and word families?	X	X	X					1	
8. Are digraphs taught as single sounds (e.g., /sh/, /ch/, /th/, /ai/, /ea/)?		X	X					1	
9. Are individual sounds in a blend taught?		X	X					1	
10. Are students taught an explicit strategy to decode words by their individual sounds?	X	X	X					1	
11. Do students practice decoding words that contain only those letter-sounds that have been previously taught?	X	X	X					1	
12. Are symbol to sound (decoding) and sound to symbol (spelling) taught explicitly?	X	X	X	X	X	X	X	1	
13. Is spelling taught during word learning so students can understand how sounds map onto print?	X	X	X	X	X	X	X	1	Spelling is taught using the phonics skill, but doesn't seem to be particularly integrated.
14. Does instruction progress from simple to more complex concepts (e.g., CVC words before CCCVCC words and single syllable words before multisyllabic words)?	X	X	X	X	X	X	X	1	
15. Are reviews of previously taught concepts and words frequent and cumulative?	X	X	X	X	X	X	X	1	There is a cumulative review in each unit and "Grab and Go".
16. Is emphasis placed on fluency practice for each phonics component (e.g., sound identification, CVC blending, word	X	X	X	X	X	X	X	1	

recognition, multisyllabic words, and text reading)?									
17. Are there ample decodable texts (familiar and unfamiliar) for students to practice applying their skills with phonic elements?	X	X	X	X				1	
18. Are decodable texts read before trade books (for students to master new skills)?	X	X	X	X				1	
19. Does the program clarify that high frequency words can be both regular and irregular?	X	X	X	X				1	<i>Publisher's Comments:</i> Instructional Routine 11 provides steps for blending regular high-frequency words as well as strategies for recognizing irregular high-frequency words.
20. Does the program include explicit instruction in irregular words and decoding strategies for the decodable parts of words (clarifying that the letters represent their most common sounds as well as the irregularities of certain letters)?	X	X	X	X				1	<i>Publisher's Comment:</i> Instructional Routine 11 provides steps for recognizing and blending the decodable parts of high-frequency words. Advanced phonics lessons, such as Words with Silent Consonants, teach students to recognize irregularities in certain letters.
21. Are the numbers of high frequency, irregular words introduced in one lesson kept to a minimum?	X	X	X	X				1	There are ten words each week (but some of them are referred to as review) and this seems to be too excessive. However, they aren't difficult words (Unit 1- Lesson 4: scare, sticky, rotten, judge, breeze, etc.) As the words increase in difficulty, there are 8 words a week.
22. Are irregular words pre-taught before students read connected texts?	X	X	X	X				1	
23. Are difficult, high frequency words reviewed often and cumulatively?	X	X	X	X				1	
24. Is there sufficient practice with individual letter-sounds before larger orthographic units are taught?		X	X					1	
25. Are students taught the strategy of chunking when trying to decode multisyllabic words?		X	X	X	X	X	X	1	
26. Does the program provide teacher modeling of a think-aloud strategy to aid in multisyllabic word analysis?		X	X	X	X	X	X	1	
27. Are students taught strategies to read multisyllabic words by using prefixes, suffixes, and known word parts?		X	X	X	X	X	X	1	
28. Is instruction explicit in the use of syllable types (e.g., open, closed, vowel-consonant-e, vowel combinations, r-controlled, and consonant-le)?		X	X	X	X	X	X	1	<i>Publisher's Comment:</i> Explicit instruction in common syllable types is found throughout Grade 2, beginning with the CVC syllable pattern in Unit 1 and progressing to final stable syllables such as <i>-tion</i> and <i>-le</i> in Unit 6.

29. Is a section of the program devoted to advances phonics (structural analysis) skills?			X	X	X	X	X	1	<i>Publisher's Comment:</i> Advanced structural analysis skills, such as compound words and final stable syllables, are taught in the phonics lessons.
30. Are advanced phonics skills taught explicitly, first in isolation and then in words and connected texts?			X	X	X	X	X	1	<i>Publisher's Comment:</i> Like all phonics skills in Grade 2, advanced structural analysis skills are taught first in isolation and then in connected texts.
31. Does the program include spelling strategies (e.g., word sorts, categorization activities, word-building activities, and word analogies)?		X	X	X	X	X	X	1	
32. Are word parts that occur with high frequency (e.g., un-, re-, in-, and -ful) taught rather than those that occur only in a few words?		X	X	X	X	X	X	1	
33. Are there activities for distinguishing and interpreting words with multiple meanings?		X	X	X	X	X	X	1	
34. Once advanced phonics strategies have been mastered, are they immediately applied to reading and interpreting familiar and unfamiliar connected texts?		X	X	X	X	X	X	1	
35. Are words used in advanced phonics activities also found in student texts?		X	X	X	X	X	X	1	
TOTAL								37	

FLUENCY (F)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is fluency instruction explicit ?	X	X	X	X	X	X	X	1	
2. Is fluency instruction systematic ?	X	X	X	X	X	X	X	1	
3. Does fluency instruction include coordinated instructional sequences and routines ?	X	X	X	X	X	X	X	1	
4. Is fluency instruction scaffolded ?	X	X	X	X	X	X	X	1	
5. Does fluency instruction include cumulative review ?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> Fluency skills, such as accuracy, rate, and expression, spiral throughout the Grade 2 lessons. The last focus on a particular skill in Unit 5 or 6 constitutes a cumulative review of that aspect of fluency. Additionally, children's fluency is assessed at the end of the year on the Unit 6 Fluency Test, providing teachers with a cumulative assessment of students' ability to read fluently.

6. Are assessments included to measure and monitor progress in fluency?	X	X	X	X	X	X	X	1	Progress Monitoring for weeks 2, 4, and 6.
7. Does the program address all dimensions of fluency (speed, accuracy, and prosody)?	X	X	X	X	X	X	X	1	
8. Does the program encourage the teacher to model speed, accuracy, and prosody?	X	X	X	X	X	X	X	1	Only on Day 1 and 3 for whole group and only Day Three in small group.
9. Are letter-sounds taught and practiced frequently to promote automaticity?	X	X							
10. Does fluency practice during letter-sound study and text reading involve the teacher's providing feedback to students?	X	X	X	X	X	X	X	1	Inconsistent, every other week.
11. Is fluency instruction integrated into each day's lesson?	X	X	X	X	X	X	X	1	Only in Day 1 and 3. Day 2 is only practice, not instruction. (Two other lessons found in the small group section, but are very weak.)
12. Is the decoding strategy taught so that it becomes automatic?	X	X	X	X	X	X	X	1	
13. Are irregular words taught to be recognized automatically?	X	X	X	X	X	X	X	1	
14. Is there an emphasis on reading multisyllabic words fluently?		X	X	X	X	X	X	1	
15. Are research-based fluency strategies (e.g., timed readings, peer reading, and repeated readings) included?		X	X	X	X	X	X	1	Few strategies.
16. Is fluency practice introduced after students are proficient at reading words accurately (e.g., in lists, sentences, and passages)?		X	X	X	X	X	X	1	
17. Does fluency practice involve decodable texts (texts that include phonic elements and word types students have previously been taught)?		X	X	X	X	X	X	2	
18. Are both narrative and expository texts provided for students to read aloud?		X	X	X	X	X	X	2	
19. Are teacher prompts included to encourage students to read aloud in order to determine skills application and accuracy?		X	X	X	X	X	X	1	
20. After error correction, are students asked to reread the word, word list, or sentence correctly and then to reread it from the beginning?	X	X	X	X	X	X	X	1	
21. Are students given ample practice opportunities to use text at their independent or instructional level to help		X	X	X	X	X	X	1	There is a fluency activity for each leveled reader.

build fluency?									
22. Is the number of texts at each level sufficient to provide adequate practice opportunities?		X	X	X	X	X	X	1	
23. Does the program clearly show the teacher how to determine independent, instructional, and frustrational reading levels for individual students?		X	X	X	X	X	X	1	
24. Is there a guide to help teachers calculate fluency rate?		X	X	X	X	X	X	1	
25. Do students have opportunities to time themselves and graph results after rereading the same text?			X	X	X	X	X	1	<i>Publisher's Comment:</i> Students time their readings and record their reading rate results during Comprehension and Fluency Ready-Made Work Station activities.
26. Are there directions for how to pair students for partner reading?		X	X	X	X	X	X	1	<i>Publisher's Comment:</i> Using the Observation Checklists, teachers collect data and record observations about each student's oral reading fluency. This information informs partnering decisions.
27. Are students taught a specific error correction to use when reading with a partner?		X	X	X	X	X	X	1	<i>Publisher's Comment:</i> The Partner Reading Instructional Routine guides students to listen for specific aspects of fluent, accurate reading and provide feedback to their partner. Fluency lessons on Accuracy prompt students to use self-stick notes or logs to record errors during their own or their partner's reading.
28. Is there continuous progress monitoring of oral reading fluency?		X	X	X	X	X	X	1	States this is found in the "Grab and Go" (Weeks 1,3,5 for struggling readers. Week 2 for on level and week 4 for above.)
29. Is an end-of-the-year fluency goal of correct words per minute given for each grade?		X	X	X	X	X	X	0	<i>Publisher's Comment:</i> End-of-year fluency benchmarks for on-level readers, expressed as Words Correct Per Minute, are provided in the Introduction of the Grab-and-Go Resources™ Assessment booklet.
TOTAL								29	

VOCABULARY (V)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is vocabulary instruction explicit ?	X	X	X	X	X	X	X	1	
2. Is vocabulary instruction systematic ?	X	X	X	X	X	X	X	1	
3. Does vocabulary instruction include	X	X	X	X	X	X	X	2	

coordinated instructional sequences and routines?									
4. Is vocabulary instruction scaffolded ?	X	X	X	X	X	X	X	1	Only for EL. It isn't always scaffolding but differentiation.
5. Does vocabulary instruction include cumulative review ?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in vocabulary ?	X	X	X	X	X	X	X	1	
7. Is emphasis placed on listening and speaking vocabulary?	X	X	X	X	X	X	X	1	
8. Is there emphasis on reading and writing vocabulary?	X	X	X	X	X	X	X	1	
9. Are students exposed to diverse vocabulary through listening to or reading narrative and expository texts?	X	X	X	X	X	X	X	1	
10. Does the program include frequent use of teacher read-alouds using higher level books with explanation and instruction of key vocabulary?	X	X	X	X	X	X	X	1	
11. Does the program include a variety of texts that allow students ample opportunities to engage in wide reading at their independent levels?		X	X	X	X	X	X	2	
12. Does vocabulary instruction occur before, during, and after reading?	X	X	X	X	X	X	X	2	
13. Are a limited number of words selected for robust, explicit vocabulary instruction?	X	X	X	X	X	X	X	2	There are 8 each week.
14. Are important, useful, and difficult words taught?	X	X	X	X	X	X	X	2	
15. Does the instructional routine for vocabulary include:									
Introducing the word?	X	X	X	X	X	X	X	2	
Presenting a student-friendly explanation?	X	X	X	X	X	X	X	2	
Clarifying the word with examples?	X	X	X	X	X	X	X	2	Found on context cards and many passages with the words.
Checking students' understanding?	X	X	X	X	X	X	X	1	
16. Are ample opportunities provided to engage in oral vocabulary activities that:									
Repeat exposure to words in rich and multiple contexts?	X	X	X	X	X	X	X	2	
Use everyday language to explain word	X	X	X	X	X	X	X	1	

meanings?									
Connect word meanings to prior knowledge?	X	X	X	X	X	X	X	1	
17. Are students given multiple opportunities to use new words in reading sentences, paragraphs, or longer texts?	X	X	X	X	X	X	X	2	
18. Is extended instruction provided in multiple contexts to promote word awareness using word banks, vocabulary logs, writing, semantic maps, concept definition mapping, and word classification?	X	X	X	X	X	X	X	2	
19. Are strategies taught over time to ensure understanding and correct application?	X	X	X	X	X	X	X	1	
20. Are meanings of prefixes, roots, and suffixes taught before connecting them to words?		X	X	X	X	X	X	1	
21. Is a strategy to determine word meanings based on meanings of prefixes, roots, and suffixes taught?		X	X	X	X	X	X	1	
22. Are various aspects of word study included (either under vocabulary or word recognition) such as:									
Concepts of word meaning?	X	X	X	X	X	X	X	1	
Multiple meanings?	X	X	X	X	X	X	X	1	
Synonyms?	X	X	X	X	X	X	X	1	
Antonyms?	X	X	X	X	X	X	X	1	
Homonyms?		X	X	X	X	X	X	1	
Figurative meanings?		X	X	X	X	X	X	1	
Morphemic analysis?			X	X	X	X	X	1	
Etymologies?				X	X	X	X	1	
23. Is dictionary use explicitly taught using grade-appropriate dictionaries?		X	X	X	X	X	X	1	
24. Is the use of context to gain the meaning of an unfamiliar word kept to a minimum?	X	X	X	X	X	X	X	1	
25. Is computer technology used to help teach vocabulary?	X	X	X	X	X	X	X	1	
TOTAL									48

COMPREHENSION (C)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is comprehension instruction explicit?	X	X	X	X	X	X	X	1	
2. Is comprehension instruction systematic?	X	X	X	X	X	X	X	2	
3. Does comprehension instruction include coordinated instructional sequences and routines?	X	X	X	X	X	X	X	2	
4. Is comprehension instruction scaffolded?	X	X	X	X	X	X	X	2	
5. Does comprehension instruction include cumulative review?	X	X	X	X	X	X	X	1	Found this online.
6. Are assessments included to measure and monitor progress in comprehension?	X	X	X	X	X	X	X	1	
7. Is learning to determine which strategy to use and why (metacognition) part of instruction?	X	X	X	X	X	X	X	1	<p><i>Publisher's Comment:</i> Journeys provides in each lesson explicit instruction on research-based comprehension strategies, giving students the tools they need to repair a breakdown in their comprehension. Stop and Think boxes in Student Book selections train students to rely on metacognition to self-assess their understanding, prompting them to think about how they know what they know and why these would use certain strategies. Through Think Alouds, teachers model active monitoring of comprehension and the application of effective strategies when comprehension breaks down, thus empowering students to manage their own learning. The following diverse strategies are taught and retaught within and across all grades of Journeys: Analyze/Evaluate; Infer/Predict; Monitor/Clarify; Question; Summarize; and Visualize. While some readers acquire these strategies informally, explicit instruction, modeling, and practice using these strategies enhance understanding for all students. Research shows that to be most effective, reading comprehension instruction must support students, directly and explicitly, with how to use the strategies needed to comprehend a text. By employing a gradual release model of instruction, Journeys guides teachers who are expert readers in transferring their skills and knowledge to students who are building their skills. By embedding strategy instruction in the context of reading, Journeys guides students to activate strategies at point of need, when comprehension breaks down.</p>

8. When a strategy is taught, is it applied frequently so students understand its usefulness?	X	X	X	X	X	X	X	1	
9. Are students asked to apply previously learned strategies to new texts?		X	X	X	X	X	X	1	
10. Is appropriate text provided for students to practice applying strategies?		X	X	X	X	X	X	1	
11. Does program instruction enable students to establish and adjust purposes for reading (e.g., reading to understand, interpret, inform, to enjoy, and to solve problems)?	X	X	X	X	X	X	X	1	
12. Does instruction support the use of multiple, coordinated comprehension strategies?	X	X	X	X	X	X	X	2	Strategy instruction is not limited to one a week.
13. Are guided and supported cooperative learning groups suggested as an instructional technique?	X	X	X	X	X	X	X	1	
14. Does instruction begin with the use of short passages?	X	X	X	X	X	X	X	2	
15. Does instruction emphasize that students have a conceptual understanding of beginning, middle, and end?	X	X	X	X	X	X	X	1	
16. Does the program provide prompts for the teacher to guide the students through texts using think-alouds?	X	X	X	X	X	X	X	2	
17. Are models of effective questioning techniques (e.g., Bloom's taxonomy) provided to guide and monitor students' comprehension?	X	X	X	X	X	X	X	2	
18. Are there ample opportunities for students to listen to narrative and expository text?	X	X	X	X	X	X	X	2	
19. Is instruction in narrative and expository text structures explicit?	X	X	X	X	X	X	X	1	
20. Are there ample opportunities for students to read narrative and expository texts at independent and instructional levels?		X	X	X	X	X	X	1	
21. Is there a variety of narrative and expository books at the appropriate readability level for student practice?		X	X	X	X	X	X	1	
22. Do texts contain useful and familiar concepts and vocabulary?	X	X	X	X	X	X	X	1	
23. Are there instructional routines for comprehension strategies for use before, during, and after reading (e.g., prediction, story grammar, summarization, graphic	X	X	X	X	X	X	X	1	

organizers)?									
24. Is the "main idea" strategy taught systematically (e.g., using pictures, then individual sentences, then paragraphs, etc.)?	X	X	X	X	X	X	X	1	
25. Once students have grasped the concept of "main idea," are more complex texts used in which the main idea is not explicit?		X	X	X	X	X	X	1	
26. Are elements of story grammar (e.g., setting, characters, important events, etc.) taught and used for retelling a story?	X	X	X	X	X	X	X	1	
27. Does instruction focus on discussion story grammar and comparing stories?	X	X	X	X	X	X	X	1	
28. Is story grammar introduced systematically, beginning with simple text that gradually becomes more complex?	X	X	X	X	X	X	X	1	
29. Are students taught to use graphic organizers to illustrate relationships among concepts in text (e.g., story maps, Venn diagrams, and semantic maps)?	X	X	X	X	X	X	X	1	
30. Are conventions of expository text (e.g., chapter headings, charts, and graphs) taught?		X	X	X	X	X	X	1	
31. Are explicit strategies for interpreting information from charts, graphs, tables, and diagrams taught?	X	X	X	X	X	X	X	1	
32. After instruction, is there systematic review of:									
Literal comprehension?	X	X	X	X	X	X	X	1	
Retelling?	X	X	X	X	X	X	X	1	
Main idea?	X	X	X	X	X	X	X	1	
Summarization?	X	X	X	X	X	X	X	1	
33. Does the program provide instruction for students to become self-directed in using comprehension strategies (e.g., rereading, paraphrasing, making explicit connections from text to prior knowledge, underlining and note-taking, and visualizing relationships and events in the text)?		X	X	X	X	X	X	1	It provides some instruction, but not strong in this area.
TOTAL									44

STANDARDS ALIGNMENT	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is clear alignment provided to the Common Core State Standards?	X	X	X	X	X	X	X	1	There is a book to accompany the program and the standard numbers at the bottom of the weekly plan. It is NOT included on the daily plan.
2. Is clear alignment provided to the Indiana Academic Standards?			X	X	X	X	X	1	
TOTAL								2	

MOTIVATION AND ENGAGEMENT (M&E)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
Does the program direct the teacher in ways to increase student motivation such as:									
1. Making reading relevant to students' lives?	X	X	X	X	X	X	X	1	
2. Providing meaningful goals for learning from texts?	X	X	X	X	X	X	X	1	
3. Making available a variety of choices (e.g., texts and assignments) that align with instruction?	X	X	X	X	X	X	X	1	
4. Providing opportunities for students to work collaboratively?	X	X	X	X	X	X	X	1	
TOTAL								4	

ASSESSMENT (A)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Are assessments included that teachers can use to guide student movement through the program (e.g., screening, progress monitoring, diagnostic, and outcome measures)?	X	X	X	X	X	X	X	1	
2. Does the program provide teacher guidance in using assessment results to differentiate instruction?	X	X	X	X	X	X	X	1	The program provides teacher guidance in using assessment results to differentiate instruction.

3. Do the assessments identify students who are at risk or already experiencing difficulty learning to read?	X	X	X	X	X	X	X	1	
TOTAL								3	

PROFESSIONAL DEVELOPMENT (PD)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is adequate time offered for teachers to learn new concepts and practice what they have learned?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> Specific times were not noted as each Indiana school district may differ in teacher release time frames. Implementation sessions follow adult learning guidelines providing time for concept development and practice
2. Is there a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and follow-up assistance as they put new concepts into practice?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> Page 4 of the Implementation document explains the Teacher as Leaders training option providing on site teacher experts to provide peer coaching and modeling. Ongoing support is provided through our Classroom Connect elearning online environment.
3. Are teachers taught how to administer and interpret assessments that accompany the program?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> All components are explained including the assessments during the initial implementation training. Our on-demand elearning site also provides additional professional development concerning the administering and interpreting of assessments
4. Is program PD customized to meet participants' varying needs (e.g., first-year teachers, coaches, and principals)?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> Pages 2-4 of the implementation document explains training for administrators, teachers, Teachers as Leaders (coaches) and explains that training can be customized as needed by the district
5. Does the PD provide support (e.g., principal checklists, follow-up, in-class modeling, and a CD for viewing model lessons) to facilitate application of content?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> Principal checklists are provided during the administrator training (see page 3—classroom observation “look fors”). Online support is provided 24/7 via our Classroom Connect website.
TOTAL								5	More customized professional development options are available in our PD brochure at a charge.